WORK VALUES,WORK MOTIVATION AND SELF-EFFICACY OF TEACHERS IN RELATION TO LEADERSHIP BEHAVIOUR OF THEIR SCHOOL PRINCIPALS AT SENIOR SECONDARY SCHOOL LEVEL

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1.0 Introduction

School is the most important organization. The success of any organization whether formal or informal depends on the way or the manner in which a leader operates and to succeed as a leader he has to adopt a particular leadership style. A solid leadership is the most essential key to school. An effective leadership leads to achieve school goals and objectives. Therefore, the success of any school depends on the ability of the Principals in terms of his or her leadership behaviour , he is the leader of the teachers and students of the school.

The effectiveness of educational institution not only depends on leaders alone, Teachers also play an important role in improving the quality of education. The main factor that has effect on the teachers performance is Leadership behaviour. The leadership behaviour of school Principal directly influences work value, work motivation and self- efficacy of teachers.

1.1 Work Values

Work values are the estimation of employee's performance. Work value not only determines the efficiency but also effectiveness of an employee. Work values are enduring beliefs about work, which guide actions, attitudes and judgments beyond the immediate goals in any work motivation. Work values are believed to be deeply internalized standards for personal behaviour because they are based on a person's experience. Work values reflects all the principles that guide one's behaviour in professional contexts. It defines the attitude of an individual and also defines how he works and relates to his co–workers, bosses within the organizational system.

The basic pillar of change in every organization is the work value of its employee. Work value plays an important part in the evaluation of work place, and the attitude towards work situations.

Work values are global aspects of work that are significant to a person's job satisfaction. Individual values let the person to achieve the personal goals. Every employee has to work for the attainment of goals. Individual has to follow set of rules and procedure to reach his/her targets.

According to (Pandey & Sharma) Work values are the individual's needs or desires that help them to guide their Behaviour. According to (Brown, 2002; Frieze et al., 2006) It is the satisfactory outcome that an individual expect to attain through active participation in work activities. Also, it motivates people to achieve their target or mission.

1.2 Work Motivation

The process of arousing and sustaining goal directed behaviour. The desire or willingness to make an effort in one's work. Motivating factors may include salary, desire for status and recognition, a sense of achievement, relationship with colleagues and a feeling that one's work is useful or important.

Work Motivation refers to the human drive to work in order to gain rewards from that work, whether those rewards be physical, emotional, social or monetary. Research shows that work motivation varies with age, individual psychology and is often related to ability and environmental factors.

According to (Mohsen et al., 2004) employees are the real assets of the organizations. To achieve the common goals of the organization there is need to have staff doing their job properly with positive attitude.

In today's competitive world education system has changed. There are new challenges which are faced by teachers. These challenges have led teachers to stress. This stress and pressure has made teachers less motivated and not able to produce desired results. The teacher is not able to pay attention and thus affecting the teaching and learning process.

Abdul-Aziz, Chan and Lim (2004) explained that there were some factors that lead to subordinates with low motivational work such as increased absenteeism, employees are late at the workplace, workers show low quality of work, conflicts among members of the

organization as well as conflict with the management, rejecting the change and being apart from the unpleasant relationship between other parts of the organization.

It is therefore, the responsibility of the principal as a leader in the school to encourage others to use the abilities and resources available to the maximum possible level (Eyal & Roth, 2010).

1.3 Self- efficacy

Psychologists Albert Bandura, has defined Self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's self-efficacy can play a major role in how one approaches goals, task, and challenges. It is individual's belief in their own competence. It means a person's belief that they can be successful when carrying out a particular task.

According to Bandura, there are two factors that influence, whether or not someone engages in a particular behaviour:-Outcome expectancy and Self-Efficacy.

In other words, our ability to achieve a goal or complete a task depends on whether we think we can do it (self-efficacy) and whether we think it will have good results(Outcome Expectancy).

An individual can develop self-efficacy by personal experience, emotion, observation and persuasion.

Teacher's self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes (e.g., students' achievement and motivation) and well-being in the working environment.

According to Tschannen-Moran and Hoy (2001) teacher efficacy has proved to be powerful related to many meaningful educational outcomes such as teachers persistence, enthusiasm, commitment and Behaviour as well as student outcomes such as achievement, motivation and self-efficacy beliefs. Efficacy beliefs could influence teachers' persistence when things do not go smoothly and their resilience in the face of setbacks. In this sense, teachers' self-efficacy is

about teachers' belief about how much can they do towards a situation especially when their presence is needed.

According to Bandura (1994) self efficiency is the ability that influences events that effects one's life. It is like a perfect recipe for teacher's success in his/her career.

According to (Damanik, 2014: Kirk, 2016: Mehdinezhad, 2016) leadership scale of the principal influences self-efficiency directly or indirectly either in the form of Behaviour or self efficiency. It provides opportunities to plan and put into practice, thus plan in effective ways by aiming at improving the school climate as well as teacher's self-efficacy.

Moreover, Gallante (2015) said that there exists significant relationship between instructional leadership with teacher engagement. The integrated model of teacher's efficiency revealed connections with the principals of support and guidance.

1.4 Leadership behaviour

Leadership is the ability of an individual or a group of individuals to influence and to guide followers or other members of the organization. Leadership involves making sound and sometimes difficult decisions, creating and articulating a clear vision, establishing achievable goals and providing members with knowledge and tools necessary to achieve those goals.

According to G. Johns and A.M. Saks (2007) A leader is a person who exhibits ideas, vision, values, influences others, and makes tough decisions. If a person possesses these key attributes then he can act as a leader as in "leadership occurs when particular individual exerts influence upon others for the achievement of goal in an organizational setting by enhancing the productivity, innovation, satisfaction, and commitment of the work force".

Leadership in Education

Education plays an important role in the development of nation. Educational leadership is unique and requires vast knowledge. School administrators leadership influence teacher's values and belief. It influences the work motivation, work values and self-efficacy of teachers.

1.5 Review of Related Literature

- **Rawung, Ficke H. (2013)** studied the aspects of a work motivation of higher education administration employee in Manado State University in Tondano City. He employed quantitative method applying a survey approach. He took a sample of 55 education administration employees of Manado State University with 55 respondents. This research result the hypothesis, can be said according to the hypotesis leadership had a significant effect on work motivation. Leadership influences employee work motivation. He concluded that leadership affects employee work motivation. That is, leadership to work motivation in higher education employee especially in Manado State University Tondano, North Sulawesi Indonesia. Leadership is useful to motivate employee work in the organization especially in higher education or university organization.
- **Gupta, M., & Gehlawat, M. (2013)** investigated the job satisfaction and work motivation of secondary school teachers in relation to some demographic variables: A comparative study. In the present study, the investigators planned to compare the job satisfaction and work motivation of secondary school teachers with respect to some demographic variables. Job satisfaction and work motivation were treated as dependent variables. The independent variables constituted of gender, type of schools, teaching experience and educational qualifications. For the purpose of investigation, descriptive survey method was selected. The sample contained 400 secondary school teachers working in schools located in Rohtak Division affiliated to HBSE and was selected by Multi-Stage Random Sampling technique. Personal Data Sheet prepared by the investigators, Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule (EMS) by Srivastava (1988) were used for the collection of data. The obtained data was analyzed using means, S.D's and t-test. The findings of the study revealed: i) No significant difference was found in the job satisfaction and work motivation of male and female teachers ii) There were appreciable differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation iii) Significant difference was reported in the work motivation of teachers having graduate and post-graduate qualifications.
- **Nyenyembe , Maslowski , Nimrod & Peter(2016)** explored the relationship between leadership styles applied by school heads and teachers‟ job satisfaction in Tanzanian secondary schools. Data in this study was collected from 180 teachers in ten

secondary schools in Songea District in Tanzania. The scale of teachers‟ job satisfaction in this study was adopted from the “Elementary Teachers Perception of Job Satisfaction and Retention” questionnaire. For measuring leadership styles, Multifactor Leadership Questionnaire (MLQ) was adapted, The most prominent finding of this study disclosed that teachers were more satisfied with their job when their school heads work closely with them by mentoring them as well as paying attention to their personal well-beings.

- **Wachira Felista Muthoni, Gitumu Margaret and Mbugua Zachary (2017)** examined how principals' leadership styles affect teachers' job performance in public secondary schools in Kieni West Sub County. Illustrative survey research design was adopted. This study targeted all the 22 principals and 262 teachers serving in public secondary schools in Kieni West Sub County, Nyeri County. Stratified random sampling was employed to select 8 principals and 74 teachers to participate in the study. The researcher used principals and teachers' questionnaires to collect the needed data. Data was examined using both quantitative and qualitative procedures. Chi-square tests were conducted to establish the relationship between principals' leadership style and teachers' job performance while correlation tests were conducted to establish the magnitude and direction of the relationship between principals' leadership styles and teachers' job performance. Data analysis was done using SPSS software. The study found there was a significant relationship ($\chi 2 = 35.611$, $p=0.00$) between leadership styles and teachers' job performance. The researcher concluded principals practice various leadership styles. The researcher also concluded that supportive leadership style affects teachers' performance.
- **Alam, S. (2017)** explored the leadership styles of school principal and academic coordinator in one of the private schools in Gilgit-Baltistan, Pakistan. A qualitative case study approach was occupied. Data was collected by using semi-structured interviews. The findings of the study showed that both, the principal and academic coordinator mostly implemented democratic leadership approach to promote learning processes in the school, though this style becomes varied under different circumstances. This dominant leadership style was seen effective in bringing about positive learning environment within the school.

- **Kaur (2017)** conducted a study on study on values among teachers in government and private schools by using descriptive survey method. The sample size was of 200 teachers and employed teachers‟ value inventory. This research study suggested that there are no major differences of values among government and private schools teachers.
- **Shahzad Khurram and Naureen Sajida (2017**) The study of self-efficacy and its impact on human performance has attracted many scholars during the last two decades, for example, Clayson and Sheffet, 2006; Nauta, 2004; Muijsand Rejnolds 2001; Bandura, 1997 and Soodak and Podell, 1993. This study was conducted with the objective to find out the collision of teacher self-efficacy on the secondary school students' academic achievement. For this purpose, sixty (60) secondary school teachers and a hundred (100) secondary school students in Chiltan Town of Quetta city were randomly selected. To collect the data, teacher self-efficacy questionnaire for teachers was used and to compute students' academic achievement a test was developed. Data were inspected through Pearson Correlation and Multiple Regressions. The findings of the study revealed that teacher self-efficacy has a positive impact on the students' academic achievement.
- **Susa Marry Cris T.(2018**) explored the relationship of work values and teaching performance of early childhood educators (n=40) in Tuguegarao City, Philippines. Particularly, the study determined the association between work values and profile and also explored how these two variables contribute to the teaching performance of the early childhood educators. The descriptive-correlational research design was exercised in the study. The study revealed that there is no significant difference in the work values of the teachers when grouped according to profile variables, implying that early childhood educators have equivalent work values. Moreover, correlation indicated that generally, work value patterns of the respondents do not affect their teaching performance. Only the "teaching learning process" as a dimension of teaching performance is significantly associated to the work values of the respondents.
- **Cobanoglu, F., & Yurek, U. (2018)** exhibited the effectiveness of schools, that is, their ability to achieve their planned goals depends on many variables but especially the effectiveness of the administrators who are responsible for the implementation of the educational programs and curricula. An administrator must have a healthy

perception of being "an effective administrator" in order to be able to demonstrate expected roles successfully. Concerning school effectiveness, in addition to the emphasis of self- efficacy of administrator, the leadership role of the educational administrators has gained importance with modern educational administration approaches. If an administrator wants to be effective, he/she must act as a leader and convince followers. In this study, it was aimed to examine whether there is a significant relationship between the perceived self-efficacy belief and leadership style. Relational screening model was used in this descriptive research. The study sample included 93 administrators randomly selected from different schools. The show results that self-efficacy perceptions of the administrators made a difference in their leadership style and there is a relationship between the self-efficacy belief and exhibitors of transformational leadership behaviours; the more administrators feel themselves efficient, the more they exhibit transformational leadership behaviours.

- **Barni Daniela, Danioni Francesca and Benevene Paula (2019)** Teachers' personal values drive their goals and behaviours at school. Moreover, values can hold up subjective well-being and an individual sense of self-efficacy. Teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes (e.g., students' achievement and motivation) and prosperity in the working environment. Based on Schwartz's well-known theory of human values, this study sought to examine the relations between teachers' values (i.e., conservation, openness to change, self-transcendence, and self-enhancement) and their self-efficacy. In particular, it aimed at examining the extent to which these relations are moderated by teachers' controlled and autonomous motivationss for teaching. Two hundred and twenty-seven Italian high school teachers (73.6% females; M = 44.77 years, SD = 10.56) were involved in the study and asked to complete a self-report questionnaire. Results indicated that teachers' conservation values were positively correlated to sense of self-efficacy despite of the type and level of motivation for teaching. More interestingly, the relationships between openness to change and self-efficacy on the one hand, and self-transcendence and self-efficacy on the other, varied depending on teachers' motivations. These relations were stronger when teachers observed less exterior pressure and felt to be self-determined toward teaching. Implications of these results for teachers' practices and

well-being in their work environment and further developments of the study are discussed.

- **Sehar, Sara, Alwi S Khurram Khan (Jun 2019)** explored there is an impact of Head teachers' leadership styles on the job satisfaction and work motivation of teachers. He took a sample of 122 teachers and 13 head teachers. He developed questionnaire which contained different sections comprised of demographic variables, leadership styles of head teachers, and job satisfaction and work motivation of teachers. The data was collected from different schools of Karachi. One sample t-test was administered to the collected data, according to the results after data examination, it was indicated that positive leadership style influenced the teacher's job satisfaction and work motivation. Democratic leadership was disclosed as a preferred style by the majority of head teachers as they value taking recommendations and ideas from teachers to make decisions and to maintain a positive relationship among the group. The study concluded that inducement and motivation of the staff to participate in the decisions making eventually leads to better performance for themselves and for the institutions.
- **Riego de Dios Erin E. (2020)** aimed to evaluate the emotional intelligence and work values of the selected instructors from a teacher education institution. The researcher used a illustrative correlation design in this study with the questionnaire as the main instrument of gathering data. Thirty instructors took part in the survey via convenience sampling. For the instrument, an adapted and modified version of the Emotional Intelligence Self-Assessment Questionnaire (1998) and Work Values Inventory (2006) was used. The researcher subjected the data with the following tools: Weighted Mean, t-test, ANOVA and Pearson-r with the help of SPSS 20. This study bring about the following results: instructors agree moderately on the different indicators of emotional intelligence. The instructors also stated that all the indicators are important for the work values inventory. There are no significant differences found in the emotional intelligence and work values when assembled according to sex, civil status, educational attainment, and length of service. However, in terms of age, the emotional intelligence got a significant difference. There is also no significant relationship found between the demographic profile, emotional intelligence, and work values of the instructors.

1.6 Justification of the Study

The development of the education system has undergone a rapid change which encourages every school principal to adapt to the changes for the education transformation. The principals are required to equip themselves with effective leadership skills to manage the school by leading the subordinates towards the goal set. A comprehensive leadership behaviour can assist subordinates to achieve the organisational goals and efficiency.

The performance of teachers to great extent depends on work values, work motivation and self-efficacy. In the present scenario, the Principals want to give best result, name and fame to their institutes, which is totally dependent on teachers. If the teachers are competent and dedicated towards their profession they can motivate the students for better learning and inculcate in them good moral values and goal directed behaviour.

A role of a teacher has changed due to changing conditions. They have tremendous pressure on their shoulders as they have the responsibility of being labelled as nation builders. They can bear the responsibilities calmly only if the leader is supportive and creates a healthy atmosphere. The Principal is the backbone of the institution. He can improve the efficacy of all the teacher's unbiasely. Furthermore, he must give them full cooperation. A school leader can motivate the teacher to do their duty with the spirit, teamwork, professional, competencies and efficacy. The review of literature discloses that there is scarcity of study in the area of work values, work motivation and self-efficacy of senior secondary school teachers. Therefore, the present study will be an effort to fill the research gap and to trace the Work Values, Work Motivation, and Self-Efficacy of teachers in relation to leader Behaviour of their school Principals at Senior Secondary School level.

1.7 Statement of the Problem

WORK VALUES,WORK MOTIVATION AND SELF-EFFICACY OF TEACHERS IN RELATION TO LEADERSHIP BEHAVIOUR OF THEIR SCHOOL PRINCIPALS AT SENIOR SECONDARY SCHOOL LEVEL .

1.8 Variables of the Study

Work Values

Work motivation

Self- Efficacy

Leadership Behaviour

1.9 Operation definitions-

1.9.1 Work Values

In the present study work values reflects the attitudes of teachers and how they work with his Principal and colleagues within the school system. Work values will be measured through work value tool developed by the investigator herself.

1.9.2 Work Motivation

Work Motivation in the present study refers to the process, which is used to encourage and inspire teachers to perform their jobs efficiently. In the present study, it will be gauged by using Work Motivation questionnaire developed by K.G. Agarwal (2012) with respect to following dimensions.

- Dependence
- Organizational Orientation
- Work group relations
- Psychological work and Incentives
- Material Incentives
- Job Situations

1.9.3 Self-Efficacy

In the present study self efficacy is the teacher's belief in their own self to accomplish the specific task related to achievement of their student at a distinguishable level. In the present study, it will be gauged by using Self- Efficacy scale for teachers by Dr. Sushma Talesara and Dr. Farzana Irfan(2017) with respect to following dimensions.

- Experience of Enactive Attainment
- Modeling or Vicarious Experience
- Social Persuasion
- Psychological Factors
- Personality Factors

1.9.4 Leadership Behaviour

In the present study leadership behaviour refers to the Behaviour of school Principal with respect to their teachers and students in professional context. Researcher will gauged it by using Leader Behaviour Scale developed by Dr.Asha Hingar(2005) with respect to following dimensions:

- Emotional Stabilizer
- Team Builder
- Performance Orientor
- Potential Extractor
- Socially Intelligent
- Value Inculcator

1.10 Objectives of the study

The main objective of the present study is to examine Work Values, Work Motivation, and Self-Efficacy of teachers in relation to leader Behaviour of their school Principals at Senior Secondary School level.

To achieve the main objective, sub-objective framed in the study is as follows-

1. To study the leadership behaviour of school Principals.
2. To compare the leadership behaviour of secondary school Principals with respect to their different demographic variables.
3. To compare the work values of Senior Secondary school teachers with respect to their different demographic variables.
4. To compare the work motivation of Senior Secondary school teachers with respect to their different demographic variables.
5. To compare the self-efficacy of Senior Secondary school teachers with respect to their different demographic variables.
6. **To study the relationship between different components of leadership behaviour of School Principals and work values of the senior secondary school teachers.**

6.1. To study the relationship between emotional stabilizer component of leadership behaviour with respect to work values of the senior secondary school teachers.

6.2. To study the relationship between team builder component of leadership behaviour with respect to work values of the senior secondary school teachers.

6.3. To study the relationship between performance orientor component of leadership behaviour with respect to work values of the senior secondary school teachers.

6.4. To study the relationship between potential extractor component of leadership behaviour with respect to work values of the senior secondary school teachers.

6.5. To study the relationship between socially intelligent component of leadership behaviour with respect to work values of the senior secondary school teachers.

6.6. To study the relationship between value inculcator component of leadership behaviour with respect to work values of the senior secondary school teachers.

7. To study the relationship between different components of leadership behaviour of school Principals and Work Motivation of the Senior Secondary school teachers.

7.1. To study the relationship between emotional stabilizer component of leadership behaviour with respect to work motivation of the Senior Secondary school teachers.

7.2. To study the relationship between team builder component of leadership behaviour with respect to work motivation of the Senior Secondary school teachers.

7.3. To study the relationship between performance orientor component of leadership behaviour with respect to work motivation of the Senior Secondary school teachers.

7.4. To study the relationship between potential extractor component of leadership behaviour with respect to work motivation of the Senior Secondary school teachers.

7.5. To study the relationship between socially intelligent component of leadership behaviour with respect to work motivation of the Senior Secondary school teachers.

7.6. To study the relationship between value inculcator component of leadership behaviour with respect to work motivation of the Senior Secondary school teachers.

8. To study the relationship between different components of leadership behaviour of school Principals and Self-Efficacy of the Senior Secondary school teachers.

8.1. To study the relationship between emotional stabilizers component of leadership behaviour with respect to self-efficacy of the Senior Secondary school teachers.

8.2. To study the relationship between team builder component of leadership behaviour with respect to self-efficacy of the Senior Secondary school teachers.

8.3. To study the relationship between performance orientor component of leadership behaviour with respect to self-efficacy of the Senior Secondary school teachers.

8.4. To study the relationship between potential extractor component of leadership behaviour with respect to self-efficacy of the Senior Secondary school teachers.

8.5. To study the relationship between socially intelligent component of leadership behaviour with respect to self-efficacy of the Senior Secondary school teachers.

8.6. To study the relationship between value inculcator component of leadership behaviour with respect to self-efficacy of the Senior Secondary school teachers.

1.11 Hypotheses

1. There will be no significant difference between leadership behaviour of School Principals with respect to their different demographic variables.
2. There will be no significant difference between work values of Senior Secondary school teachers with respect to their different demographic variables.
3. There will be no significant difference between work motivation of Senior Secondary school teachers with respect to their different demographic variables.
4. There will be no significant difference between self-efficacy of Senior Secondary school teachers with respect to their different demographic variables.
5. **There will be no significant relationship between different components of leadership behaviour of School Principals and work values of senior secondary school teachers.**

   5.1 There will be no significant relationship between emotional stabilizer component of leadership behaviour and work values of senior secondary school teachers.

   5.2 There will be no significant relationship between team builder component of leadership behaviour and work values of senior secondary school teachers.

   5.3 There will be no significant relationship between performance orientor component of leadership behaviour and work values of senior secondary school teachers.

   5.4 There will be no significant relationship between potential extractor component of leadership behaviour and work values of senior secondary school teachers.

   5.5 There will be no significant relationship between socially intelligent component of leadership behaviour and work values of senior secondary school teachers.

   5.6 There will be no significant relationship between value inculcator component of leadership behaviour and work values of senior secondary school teachers.

6. **There will be no significant relationship between different components of leadership behaviour of School Principals and work motivation of senior secondary school teachers.**
   6.1. There will be no significant relationship between emotional stabilizer component of leadership behaviour and work motivation of senior secondary school teachers.
   6.2. There will be no significant relationship between team builder component of leadership behaviour and work motivation of senior secondary school teachers.
   6.3. There will be no significant relationship between performance orientor component of leadership behaviour and work motivation of senior secondary school teachers.
   6.4. There will be no significant relationship between potential extractor component of leadership behaviour and work motivation of senior secondary school teachers.
   6.5. There will be no significant relationship between socially intelligent component of leadership behaviour and work motivation of senior secondary school teachers.
   6.6. There will be no significant relationship between value inculcator component of leadership behaviour and work motivation of senior secondary school teachers.
7. **There will be no significant relationship between components of leadership behaviour of School Principals and self-efficacy of senior secondary school teachers.**
   7.1. There will be no significant relationship between emotional stabilizer component of leadership behaviour and self-efficacy of senior secondary school teachers.
   7.2. There will be no significant relationship between team builder component of leadership behaviour and self-efficacy of senior secondary school teachers.
   7.3. There will be no significant relationship between performance orientor component of leadership behaviour and self-efficacy of senior secondary school teachers.
   7.4. There will be no significant relationship between potential extractor component of leadership behaviour and self-efficacy of senior secondary school teachers.
   7.5. There will be no significant relationship between socially intelligent component of leadership behaviour and self-efficacy of senior secondary school teachers.
   7.6. There will be no significant relationship between value inculcator component of leadership behaviour and self-efficacy of senior secondary school teachers.

1.12 Research Method

The investigator will select descriptive survey method of research which is most appropriate for the study under investigation.

1.13 Population

Population play a key role in research as without identifying the population associated with problem, it is almost impossible to provide a foundation to research activity. In this study the population is "**All the Senior Secondary School Principals and their school teachers"**

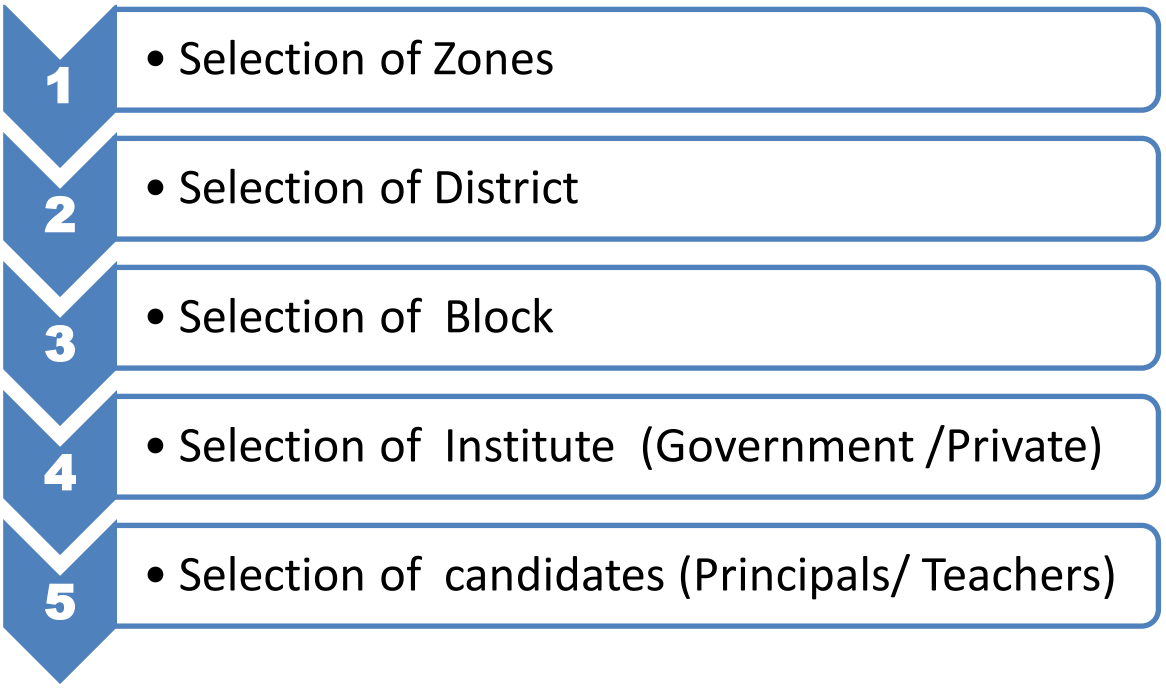
1.14 Sample

Sample Size: In order to achieve this objective a sample of **528 senior secondary school teachers and principals** will be selected from senior secondary schools of Haryana.

Sampling Technique: A sampling technique is the specific process by which the entities of the sample have been selected. Investigator will collect the data by **multistage random sampling.**

- **Stage One:** Four zone will be selected randomly from different administrative zones of Haryana.
- **Stage Two:** One district will be selected randomly from each zone.
- **Stage Three:** Three blocks will be selected randomly from each district.
- **Stage Four:** two government and two private senior secondary schools will be selected randomly from each block.
- **Stage Five:** one Principal and ten teachers from each senior secondary school will be selected randomly for the sample of present study.

Sample Design



1.15 Research Tools to be used

1. Leader Behaviour scale by Dr Asha Hingar (2005)
2. Work motivation Questionnaire by K.G. Agarwal (2012)
3. Self-Efficacy Scale for teachers by Dr. Sushma Talesara and Dr. Farzana Irfan (2017)
4. Work Values Scale to be developed by the investigator herself.

1.16 Statistical Technique

Appropriate statistical technique will be used.

1.17 Delimitations of the Study

1. The present study will be delimited to Haryana state only.

2. The study will be delimited to Senior Secondary schools only.

3. The study will be delimited to senior secondary school Principals.

4. The study will be delimited to senior secondary school teachers.

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1.18 Chapterisation

1. Introduction
2. Review of Related Literature
3. Methodology of Research
4. Analysis and Interpretation of Data
5. Findings Educational Implications / Suggestions /Disclosures
6. Summary